

Social Studies 11

A Different Canada

Chapter 1 Take Home Test

Choose the best answer from those provided. Please use the bubble sheet provided.

1. Which period of time has come to be known as the "Victorian Era"?
 - a. 1850 to 1870
 - b. 1900 to 1910
 - c. 1840 to 1900
 - d. 1867 to 1896
2. How would a Victorian expect the crime of murder to have been dealt with?
 - a. rehabilitation
 - b. life imprisonment
 - c. beheading
 - d. hanging
3. The "suffragists" believed that:
 - a. the work week should be reduced to 40 hours
 - b. women should have the right to vote
 - c. that the production and sale of alcohol should be prohibited
 - d. that child labour should be outlawed
4. Even though Canada was an "autonomous Dominion" within the British Empire over which of the following did the government of Canada have no control?
 - a. shipping
 - b. taxation
 - c. currency
 - d. foreign affairs
5. Who was likely to be most supportive of the British Empire and imperialism?
 - a. a French Canadian artisan
 - b. a recent immigrant from the Ukraine
 - c. an English born factory worker in Toronto
 - d. a native, working the gold fields of the Yukon
6. What advertising slogan was used to promote immigration to the Canadian west?
 - a. "The Best Place on Earth"
 - b. "The Last Best West"
 - c. "Big Sky Country"
 - d. "There's No Life Like It"
7. What criticism was not offered to potential immigrants to Canada?
 - a. an excellent medicine system
 - b. 60ha of land for \$10
 - c. free rail transportation to the Canadian Prairies
 - d. Cheap fares for ocean voyages
8. From which region was immigration not encouraged?
 - a. Eastern Europe
 - b. South Asia
 - c. Great Britain
 - d. United States

Counterpoints Socials 11

Lei Shi



Counterpoints Socials 11:

The Impact of Multiculturalism on Public Education, 50 Years Later, 2024-12-09 This volume grew out of a symposium held at the University of Alberta in March 2021 in commemoration of the 50th anniversary of official multiculturalism in Canada. Scholars gathered online during the Covid 19 pandemic to take stock and reflect on the extent and ways multiculturalism legislation and evolving policy has impacted education. Scholars used varied and contrasting approaches to educational theory to think about multiculturalism and its impacts including terror management theory, the riddle scale, art theory, and pentimenti. Transitional justice, intraminority and interminority relations, the null curriculum, and ideas of cultural humility, hope, and cultural comfort among others. [The Theory-Story Reader for Social Studies](#) Bretton A. Varga, Erin C. Adams, 2024 Theory holds the capacity to help educators see the world differently, challenge problematic assumptions, and practices that cultivate harm, and illuminate pathways towards access, equity, justice, joy, and love. While it is easy to underestimate the role of theory in such pursuits throughout social studies education, this book shows that theory is always already present in all productions of teaching and learning. In this collection, well-established scholars highlight a broad range of theories that are currently being used to alter the landscape of social studies instruction. Important to these efforts is the position that theory does not exist in a vacuum but rather is the reflection of a certain set of concepts and the relationship that one holds to those ideas. Taking this further, each chapter author employs storytelling as a means to share their personal history and unpack how they came to understand their selected theoretical topic. They address a breadth of concepts such as Black feminism, psychoanalysis, racial capitalism, settler colonialism, sustainability, and technoskepticism. **Book Features** The only resource of its kind that pairs storying with a far-reaching range of theories actively being used by scholars in the field of social studies education and research. Brief chapters arranged alphabetically by concept provide structure while also staying true to the book's framing of theory as being curious, fragmented, nomadic, and discursive. Embedded connections within each chapter meant to help readers understand the relational and entangled nature of theory. Contributors include Sohyun An, Kristen Duncan, Jillian Ford, Jim Garrett, Wayne Journell, Noreen Naseem, Rodriguez Muna Saleh, Sandra Schmidt, Sarah Shear, Cathryn van Kessel, and Amanda Vickery. **Multicultural Curriculum Transformation in Social Studies and Civic Education** Kenneth J. Fasching-Varner, Kerri J. Tobin, Norma A. Marrun, Iesha Jackson, Christine Clark, 2021-07-12 This book focuses on multicultural curriculum transformation in social studies and civic education subject areas. The discussion of each area outlines critical considerations for multicultural curriculum transformation for the area by grade level and then by eight organizing tools including content standards, relationships with and among students and their families, and evaluation of student learning and teaching effectiveness. The volume is designed to speak with PK-12 teachers as colleagues in the multicultural curriculum transformation work. Readers are exposed to things to think about but also given curricular examples to work with or from in going about the actual concrete work of

curriculum change This work supports PK 12 teachers to independently multiculturally adapt existing curriculum to create new multicultural curriculum differentiated by content areas and grade levels and by providing ample examples of what such multicultural transformed social studies and civic education curricula looks like in practice *Handbook of Research on Diversity and Social Justice in Higher Education* Keengwe, Jared, 2020-05-22 There is growing pressure on teachers and faculty to understand and adopt best practices to work with diverse races cultures and languages in modern classrooms Establishing sound pedagogy is also critical given that racial cultural and linguistic integration has the potential to increase academic success for all learners To that end there is also a need for educators to prepare graduates who will better meet the needs of culturally diverse learners and help their learners to become successful global citizens The Handbook of Research on Diversity and Social Justice in Higher Education is a cutting edge research book that examines cross cultural perspectives challenges and opportunities pertaining to advancing diversity and social justice in higher education Furthermore the book explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross cultural knowledge through appropriate diversity education models as well as effective social justice practices Highlighting a range of topics such as cultural taxation intercultural engagement and teacher preparation this book is essential for teachers faculty academicians researchers administrators policymakers and students Human Rights, Diversity, and National Identity Patricia E. Bromley, 2011 Fundamental world changes that simultaneously undermine a nation state's charisma and promote the rise of a supra national system have wide ranging effects upon national states within a modern global society My dissertation empirically examines the effects of social and cultural globalization on systems of mass schooling which are central institutions in every country Globally primary and secondary education initially emerged as the premier tool for nation states to create a unified national citizenry loyal to their country and socialized into a common cultural tradition I examine the extent to which this original nationalizing purpose of schooling is challenged by the increased emphases on universal human rights and diversity in civic education The analyses consist of two sections Hierarchical linear models are used to analyze a unique primary data source of 521 social science textbooks from 74 countries during the period 1970 2008 These findings show a worldwide increase in emphasis on human rights and increases in discussions of diversity in well established liberal democracies Cross national quantitative analyses are complemented by a qualitative case study of social science curricula in British Columbia BC which examines nation building within a context of strong emphasis on diversity and human rights The BC study utilizes currently approved high school citizenship education textbooks as well as older textbooks dating back to 1871 It also draws on a selection of historical documents including Ministry of Education reports curricular frameworks and high school exit exams Process wise I find the incorporation of human rights and diversity reflects macro level changes in national and global society Content wise I find four main approaches to reconciling ideas of human rights and diversity with national identity 1 framing human rights and multiculturalism as part of national identity 2 using

pedagogical approaches that promote multiple perspectives and individual agency 3 celebrating social and scientific figures and accomplishments as the source of national pride and 4 drawing on exogenous sources to affirm state legitimacy This study is one of the first to theorize that civic education worldwide is moving away from a national focus and to provide empirical evidence of this trend A key implication is that educational systems are being repurposed from their original goal of constructing a unitary national citizenry to a new view emphasizing human diversity and equality in a globally interconnected world Further students are increasingly taught that the global civil society and non state actors are important and legitimate agents of social change Point-counterpoints on the Conservation of Big-leaf Mahogany Ariel E. Lugo,1999 **Handbook**

of Research in Social Studies Education Linda S. Levstik,Cynthia A. Tyson,2010-04-15 Introduction Linda L Levstik and Cynthia A Tyson Change and continuity in social studies curriculum Stephen J Thornton Early elementary social studies Jere Brophy and Janet Alleman What happens in social studies classrooms research on K 12 Classroom practice Linda S Levstik Knowing and doing in democratic citizenship education Walter C Parker International political socialization research Carole L Hahn and Theresa Alviar Martin Service learning Rahima Wade Controversial issues and democratic discourse Diana Hess Diversity and citizenship education historical theoretical and philosophical issues James A Banks and Nguyen Diem Social justice and the social studies Kathy Bickmore Gender and sexuality in the social studies Margaret Smith Crocco Global education Guichun Zong Angene H Wilson and A Yao Guashiga Assessment and accountability in the social studies S G Grant and Cinthia Salinas Research on students ideas about history Keith C Barton Research on K 12 geography education Avner Segall and Robert J Helfenbein Recent research on the teaching and learning of pre collegiate economics Steven L Miller and Phillip J VanFossen Technology and social studies Kathy Owings Swan and Mark Hofer The education of social studies teachers Susan Adler The professional development of social studies teachers Stephanie van Hover **Educational Change and the Political Process** Dana L. Mitra,2017-11-28 Educational Change and the Political Process brings together key ideas on both the system of educational policy and the policy process in the United States It provides students with a broad methodical understanding of educational policy No other textbook offers as comprehensive a view of the U S educational policy procedure and political systems Section I discusses the actors and systems that create and implement policy on both the federal and the local level Section II walks students through the policy process from idea to implementation to evaluation and Section III delves into three major forces driving the creation of educational policies in the current era accountability equity and market driven reforms Each chapter provides case studies discussion questions and classroom activities to scaffold learning as well as a bibliography for further reading to deepen exploration of these topics

South Western Reporter. Second Series ,1957 **Scandinavian Museums and Cultural Diversity** Katherine Goodnow,Haci Akman,2008-09-01 Museums face the task of representing the similarities and differences that exist between groups such as national identities and indigenous and minority voices material and intangible heritage and current status and

past history In order to achieve this aim a complex and not always easily compatible set of interests have to be taken into account from those of the museum itself to those of its main audiences sources of support and the groups that are or wish to be represented The approach taken by Scandinavian museums in response to this challenge highlights a very active concern for forms of cultural diversity and how they are interrelated By bringing together debates and discussions of diversity this volume offers insight into the Nordic region and its diverse peoples from the Sami and the Inuit to newer immigrants It presents a set of historical reviews on the formation of national museums and emerging and contested perceptions of national identity Furthering the general debate on representations of diversity and museums it also offers museum curators possible ways forward

Reviewing **Counterpoints Socials 11**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Counterpoints Socials 11**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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